**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fourth Grade – Module 4**

|  |  |
| --- | --- |
| Table of Contents | |
| Module Assessment Overview | page 2 |
| Grade 4 Standards Checklist | page 3 |
| Module 4 Mid-Module Assessment Task… |  |
| Score Sheet | pages 4-5 |
| Rubric | page 6-7 |
| Key | pages 8-12 |
| Module 4 End-of-Module Assessment Task… |  |
| Score Sheet | pages 13-14 |
| Rubric | pages 15-16 |
| Key | pages 17-21 |

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fourth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 4 Grading Guidance:**

* Standards 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, and 4.G.3 will only be assessed in Module 4.

**Updates**

We recommend examining the End-of-Module Assessment as the Module is being planned. This allows for better alignment between lessons and the assessment.

**Grade 4 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 4.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 4 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4.OA | 1\* |  |  | X |  |  |  | X |
| 2\* |  |  | X |  |  |  | X |
| 3\* | X |  | X |  |  |  | X |
| 4 |  |  | X |  |  |  |  |
| 5 |  |  |  |  | X |  |  |
| 4.NBT | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |  |
| 5\* |  |  | X |  |  |  | X |
| 6\* |  |  | X |  |  |  |  |
| 4.NF | 1\* |  |  |  |  | X |  |  |
| 2\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 4a\* |  |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |  |
| 4c\* |  |  |  |  | X |  |  |
| 5\* |  |  |  |  |  | X |  |
| 6\* |  |  |  |  |  | X |  |
| 7\* |  |  |  |  |  | X |  |
| 4.MD | 1 |  | X |  |  |  |  | X |
| 2 |  | X |  |  | X | X | X |
| 3 |  |  | X |  |  |  |  |
| 4 |  |  |  |  | X |  |  |
| 5a |  |  |  | X |  |  |  |
| 5b |  |  |  | X |  |  |  |
| 6 |  |  |  | X |  |  |  |
| 7 |  |  |  | X |  |  |  |
| 4.G | 1 |  |  |  | X |  |  |  |
| 2 |  |  |  | X |  |  |  |
| 3 |  |  |  | X |  |  |  |

**Grade 4 Module 4 Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: Mid-Module Assessment** | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | |
| Question | Measurement and Data | Geometry | | 4.MD.5 | | 4.MD.6 | | 4.G.1 | |
| 1 |  | 0 1 2 3 | |  | |  | | X | |
| 2 | 0 1 2 3 | 0 1 2 3 | |  | | X | | X | |
| 3 |  | 0 1 2 3 | |  | |  | | X | |
| 4 | 0 1 2 3 |  | | X | |  | |  | |
| 5 | 0 1 2 3 |  | | X | |  | |  | |
| 6 a, b | 0 1 2 3 |  | | X | | X | |  | |
| 6 c |  | 0 1 2 3 | |  | |  | | X | |
|  | | |  |  |  | |  | | |
| Domain  Score | Measurement and Data | Geometry | |  | | | | |
| Level |  |  | |
| Level 3 | 10-12 points | 10-12 points | |
| Level 2 | 6-9 points | 6-9 points | |
| Level 1 | 0-5 points | 0-5 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Grade 4 Module 4 Mid-Module Assessment Task Score Sheet (continued)**

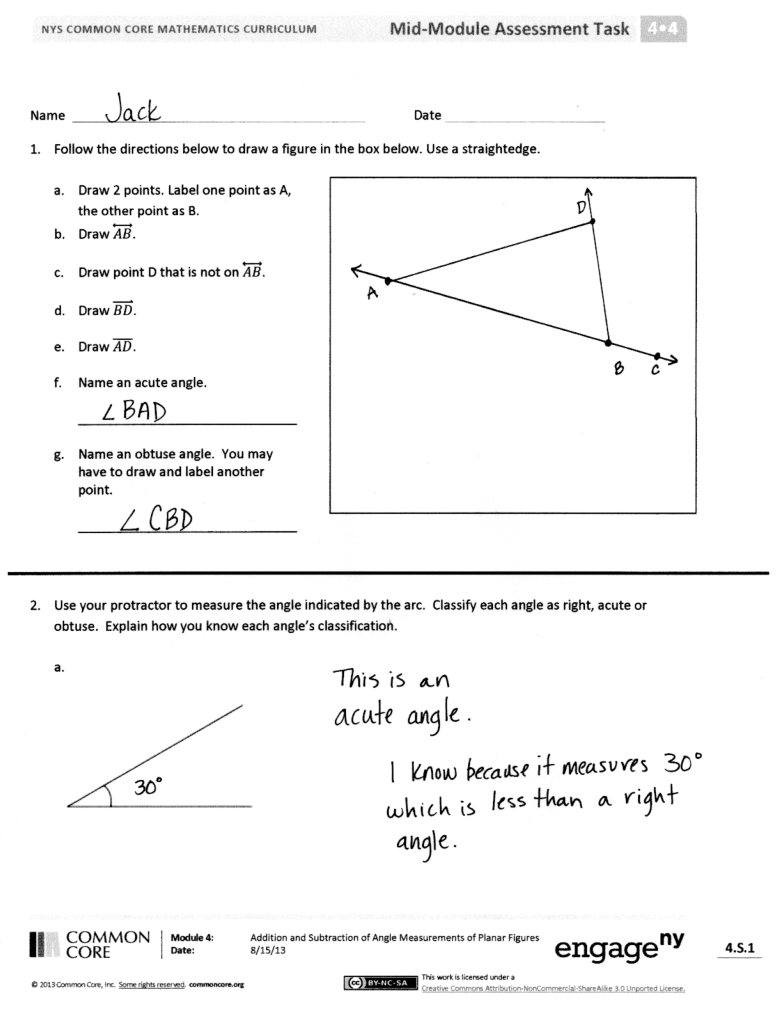
|  |
| --- |
| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Geometric measurement: understand concepts of angle and measure angles.  4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:  a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.  b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.  4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.  Draw and identify lines and angles, and classify shapes by properties of their lines and angles.  4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. |

**Grade 4 Module 4 Mid-Module Assessment Task Rubric**

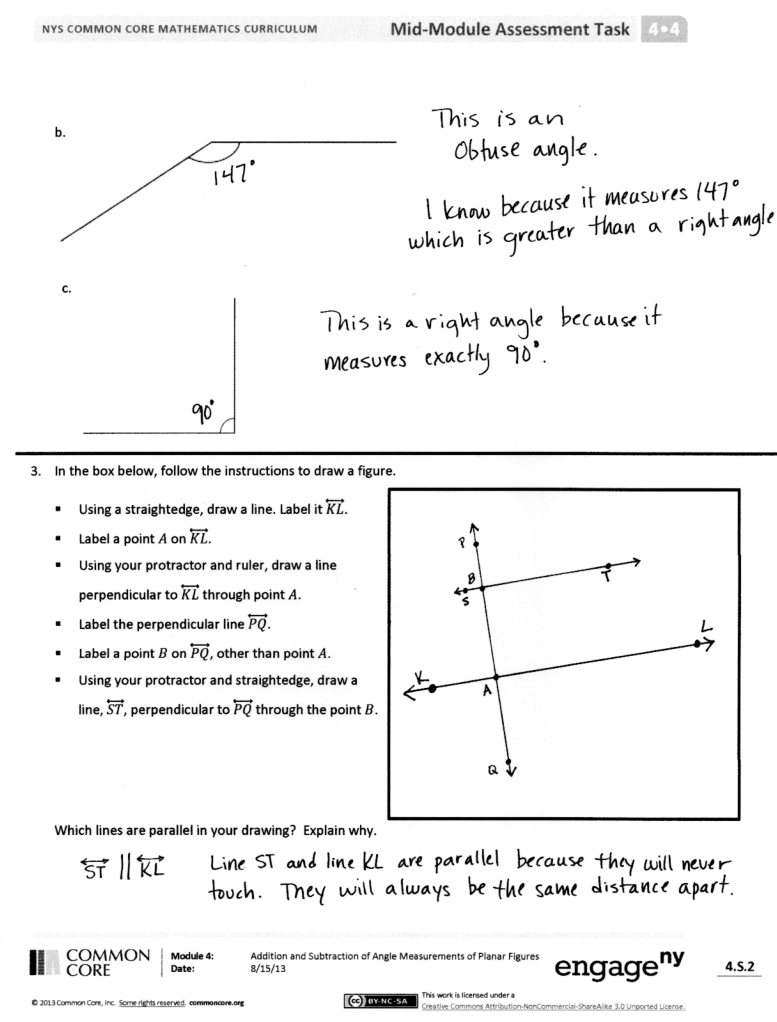
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

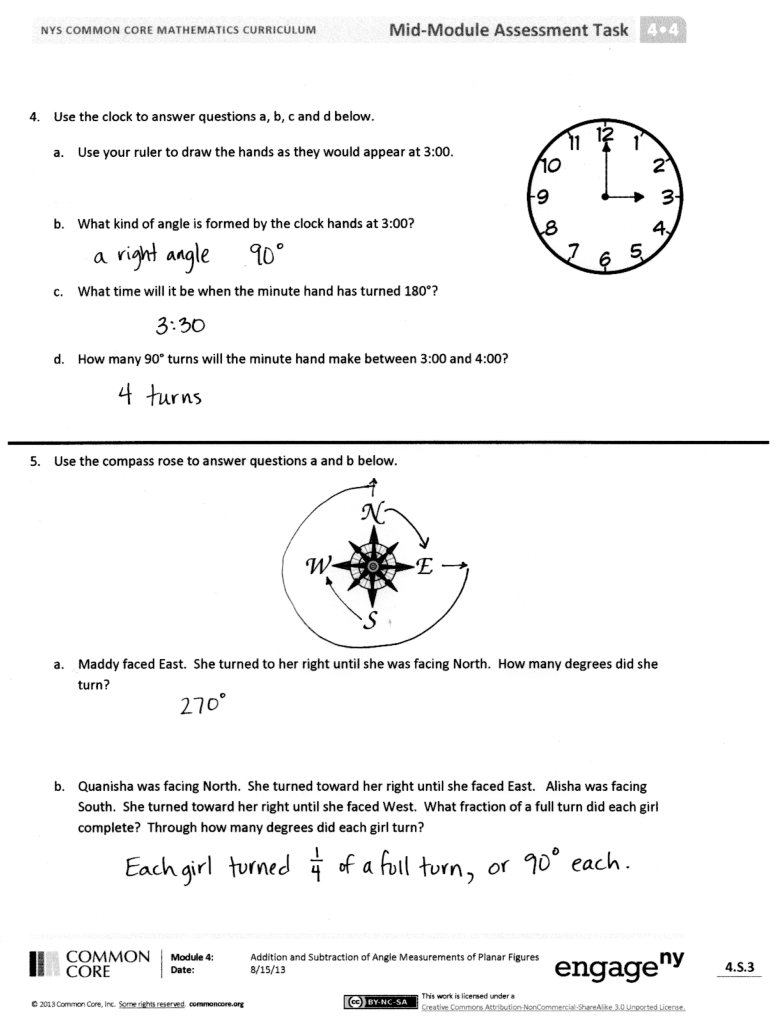
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  4.G.1 | The student correctly answers **0-1** of the seven parts. | The student correctly answers **2-3** of the seven parts. | The student correctly answers **4-5** of the seven parts. | The student correctly answers **6-7** of the seven parts. (See below.) |
| a. **(1)** Draws point A and point B.  b. **(2)** Draws line AB.  c. **(3)** Draws point D, not on line AB.  d. **(4)** Draws ray BD.  e. **(5)** Draws line segment AD.  f. **(6)** Identifies an acute angle based on the figure drawn.  g. **(7)** Identifies an obtuse angle based on the figure drawn.  Note: Drawings and angles may differ for each student. | | | |
| **2\***  4.MD.6  See below for Geometry scoring for #2. | The student correctly measures **0** of the three angles. | The student correctly measures **1** of the three angles. | The student correctly measures **2** of the three angles. | The student correctly measures **3** of the three angles. (See below.) |
| a. **(1)** 30° b. **(2)** 147° c. **(3)** 90°  Note: Measure a student test to ensure that the measurements are accurate, however allow +/- 2 degree variance for student responses. | | | |
| **2\***  4.G.1  See above for Measurement and Data scoring for #2. | The student correctly answers **0-1** of the six parts. | The student correctly answers **2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5-6** of the six parts. (See below.) |
| 1. **(1)** acute; **(2)** the angle measure is less than 90°. 2. **(3)** obtuse; **(4)** the angle measures greater than 90°. 3. **(5)** right; **(6)** the angle measures exactly 90°. | | | |
| **3\***  4.G.1 | The student correctly answers **0-1** of the nine parts. | The student correctly answers **2-4** of the nine parts. | The student correctly answers **5-7** of the nine parts. | The student correctly answers **8-9** of the nine parts. (See below.) |
| **(1)** Draws line KL  **(2)** Labels point A on line KL  **(3)** Draws and **(4)** labels line PQ perpendicular to line KL  **(5)** Labels point B on line PQ  **(6)** Draws and **(7)** labels line ST perpendicular to line PQ  **(8)** Identifies as parallel to .  **(9)** Explains lines are parallel because they are an equal distance apart from each other.  Note: Drawings will vary. | | | |
| **4\***  **4.MD.5** | Student correctly completes **0** of the four parts. | Student correctly completes **1** of the four parts. | Student correctly completes **2** of the four parts. | Student correctly completes **3-4** of the four parts. (See below.) |
| 1. **(1)** Clock hands depict 3:00. 2. **(2)** Possible correct responses include: 90° angle and right angle or 270° angle and obtuse angle 3. **(3)** 3:30. 4. **(4)** Four turns. | | | |
| **5\***  **4.MD.5** | Student correctly answers **0** of the three parts. | Student correctly answers **1** of the three parts. | Student correctly answers **2** of the three parts. | Student correctly answers **3** of the three parts. (See below.) |
| 1. **(1)** 270°. 2. **(2)** Each girl turned 90 degrees. **(3)** Each turned ¼ of a full turn. | | | |
| **6 a, b\***  4.MD.5 4.MD.6  See below for scoring for 6c. | The student correctly completes **0** of the five parts. | The student correctly completes **1** of the five parts. | The student correctly completes **2-3** of the five parts. | The student correctly completes **4-5** of the five parts. (See below.) |
| 1. **(1)** *FGD* = 42°   **(2)** *DGK* = 138°  **(3)** *KGN* = 42°  Note: Measure a student test to ensure that the measurements are accurate, however allow +/- 2 degree variance for student responses.   1. **(4)** Sketch of a 138° angle, **(5)** labeled with an arc and points. | | | |
| **6 c\***  4.G.1  See above for scoring for 6 a, b. | The student correctly completes **0** of the five parts. | The student correctly completes **1** of the five parts. | The student correctly completes **2-3** of the five parts. | The student correctly completes **4-5** of the five parts. (See below.) |
| **c. (1)** Line Segment may include one of the following: , , , , , .  **(2)** Right Angle may include one of the following: *ABD*, *CBD*.  **(3)** Obtuse Angle: *GHJ*.  **(4)** Parallel Lines may include one of the following: , .  **(5)** Perpendicular Lines may include one of the following: , , . | | | |

**Grade 4 Module 4 Mid-Module Assessment Task Key**



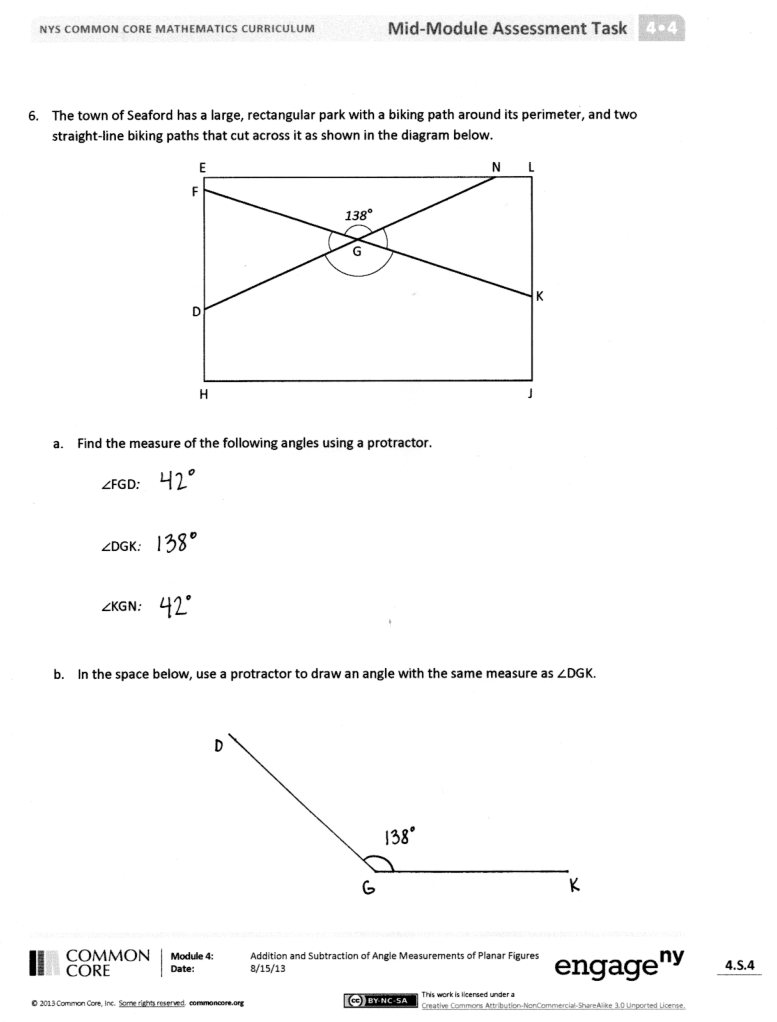
**Grade 4 Module 4 Mid-Module Assessment Task Key (continued)**



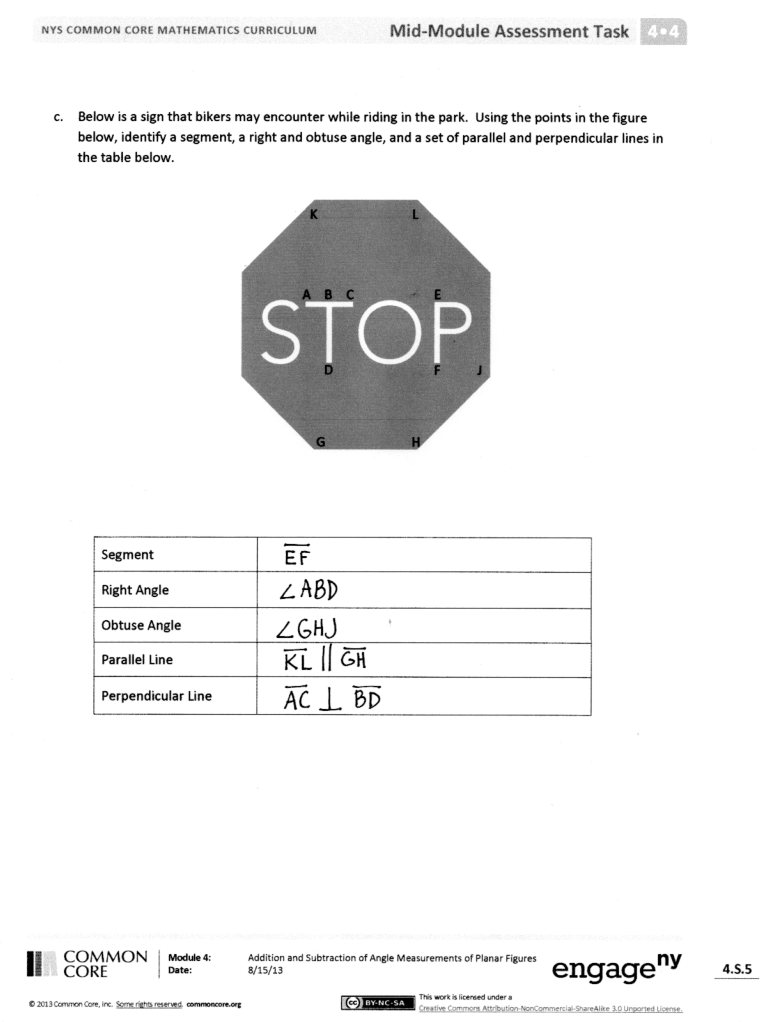


**Grade 4 Module 4 Mid-Module Assessment Task Key (continued)**

**Grade 4 Module 4 Mid-Module Assessment Task Key (continued)**



**Grade 4 Module 4 Mid-Module Assessment Task Key (continued)**



**Grade 4 Module 4 End-of-Module Assessment Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | | |
| Question | Measurement and Data | | Geometry | 4.MD.5 | 4.MD.6 | | 4.MD.7 | 4.G.1 | | 4.G.2 | 4.G.3 |
| 1 |  | | 0 1 2 3 |  |  | |  |  | | X | X |
| 2 | 0 1 2 3 | |  |  |  | | X |  | |  |  |
| 3 | 0 1 2 3 | |  | X | X | | X |  | |  |  |
| 4 a-d & h |  | | 0 1 2 3 |  |  | |  | X | | X | X |
| 4 e-g | 0 1 2 3 | |  | X | X | | X |  | |  |  |
|  | |  | |  | |  | |  |
| Domain  Score | Measurement and Data | | Geometry |  | | | |
| Level |  | |  |
| Level 3 | 8-9 points | | 5-6 points |
| Level 2 | 5-7 points | | 3-4 points |
| Level 1 | 0-4 points | | 0-2 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Grade 4 Module 4 End-of-Module Assessment Score Sheet (continued)**

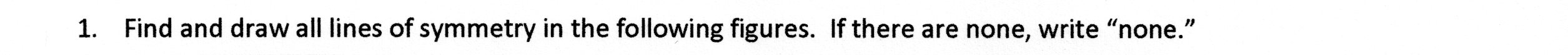
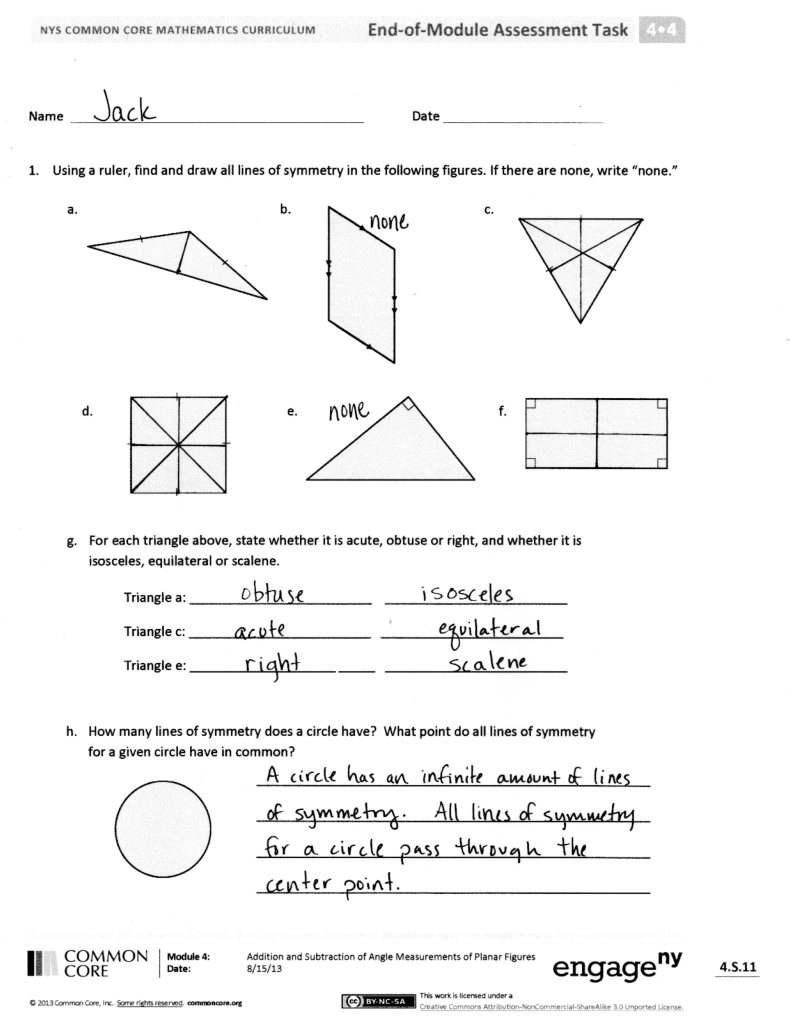
|  |
| --- |
| End-of-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| **Geometric measurements: understand concepts of angle and measure angles.**  **4.MD.5** Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement:  a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.  b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.  **4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.  4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.  Draw and identify lines and angles, and classify shapes by properties of their lines and angles.  4.G.1 Draw points, lines, line segments, rays, angles (acute, right, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.  4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right triangles.  4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. |

**Grade 4 Module 4 End-of-Module Assessment Rubric**

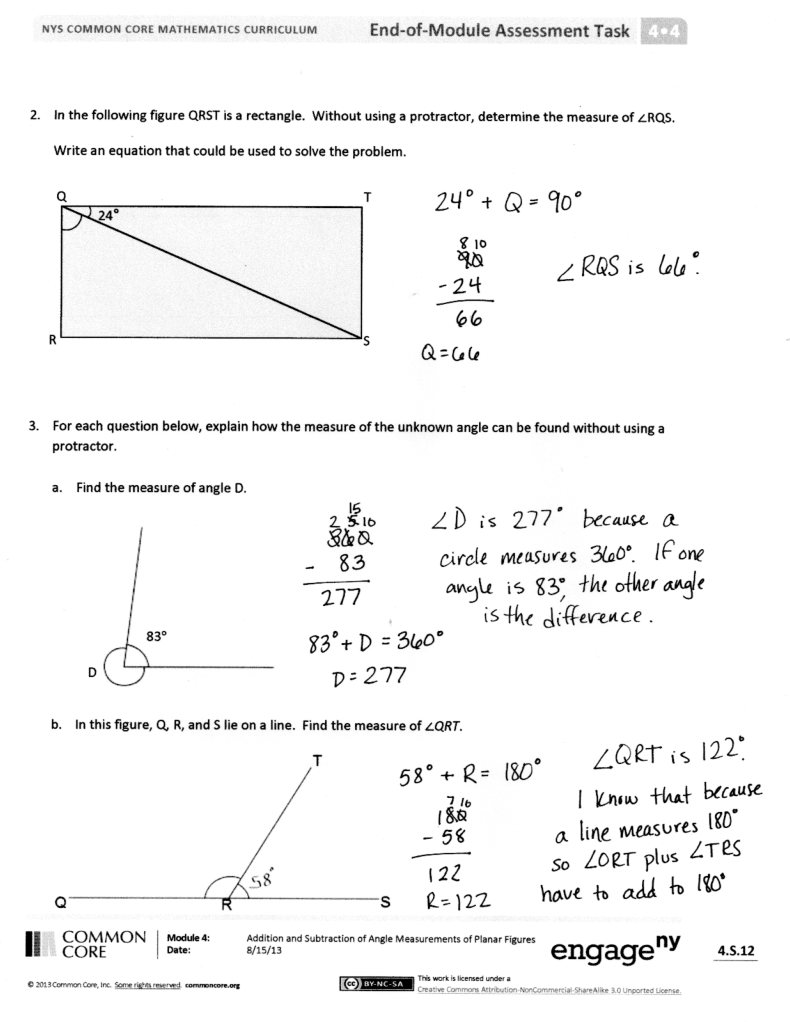
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  4.G.2  4.G.3 | The student correctly answers **0-1** of the ten parts. | The student correctly answers **2-5** of the ten parts. | The student correctly answers **6-10** of the ten parts. | The student correctly answers **11-13** of the ten parts. (See below.) |
| 1. **(1)** 1 line. 2. **(2)** None. 3. **(3)** 3 lines. 4. **(4)** 4 lines. 5. **(5)** None. 6. **(6)** 2 lines. 7. **(7)** Triangle *a* is obtuse and **(8)** isosceles.   **(9)** Triangle *c* is acute and **(10)** equilateral.  **(11)** Triangle *e* is right and **(12)** scalene.   1. **(13)** A circle has an infinite number of lines of symmetry. All lines of symmetry for a circle share the center point. | | | |
| **2**  4.MD.7 | The student incorrectly determines the measure of angle *RQS* and provides little to no reasoning. | The student shows some evidence of a correct equation or adequate reasoning but miscalculates the angle measure. | The student correctly identifies 66 degrees, with some evidence of a correct equation or adequate reasoning. Or, the student uses reasoning and an equation correctly but miscalculates the angle measure. | The student correctly identifies that *RQS* and *TQS* total 90 degrees, so *RQS* measures 66 degrees, and includes an equation such as  24 + a = 90. |
| **3\***  **4.MD.5**  **4.MD.6**  **4.MD.7** | Student correctly answers **0-1** of the eight parts. | Student correctly answers **2-3** of the eight parts. | Student correctly answers **4-6** of the eight parts. | Student correctly answers **7-8** of the eight parts. (See below.) |
| * 1. **(1)** *D* = 277°. **(2)** The number of degrees in a circle is 360, so *D* is the difference between 83 and 360.   2. **(3)** ∠*QRT* = 122°. **(4)** A line equals 180 degrees, so ∠*QRT* must be equal to the difference between 180 and 58.   3. **(5)** ∠*PRS* = 122°. **(6)** The measure of ∠*TRS* using or ∠*QRP* using is 58 degrees, making ∠*PRS* equal to the difference between 180 and 58.   4. **(7)** The students may also determine that ∠*PRS* is equal to ∠*QRT* because of the two intersecting lines creating vertical angles. **(8)** ∠*QRV* + ∠*VRT* = 122°. (Referencing vertical angles, although not necessary, is acceptable.) | | | |
| **4\***  4.G.1  4.G.2  4.G.3  See below for MD scoring for parts e-g. | The student correctly answers **0** of the eight parts. | The student correctly answers **1-3** of the eight parts. | The student correctly answers **4-6** of the eight parts. | The student correctly answers **7-8** of the eight parts. (See below.) |
| 1. **(1)** Rectangle; **(2)** 2 lines. 2. **(3)** Rhombus; **(4)** 2 lines. 3. **(5)** Right, scalene triangle; **(6)** no lines. 4. **(7)** Drawing depicts a right triangle with sides measuring 6 cm, 8 cm, and 10 cm.   h. **(8)** Drawing depicts a line-symmetric figure. | | | |
| **4\***  4.MD.5  4.MD.6  4.MD.7  See above for G scoring for parts a-d, and h. | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** 270 degrees. 2. **(2)** 135 degrees; **(3)** 45 + b = 180 or 180 – 45 = b. 3. **(4)** Mike lined the bottom ray up with the bottom edge of the protractor, not with the line that measures to zero. | | | |

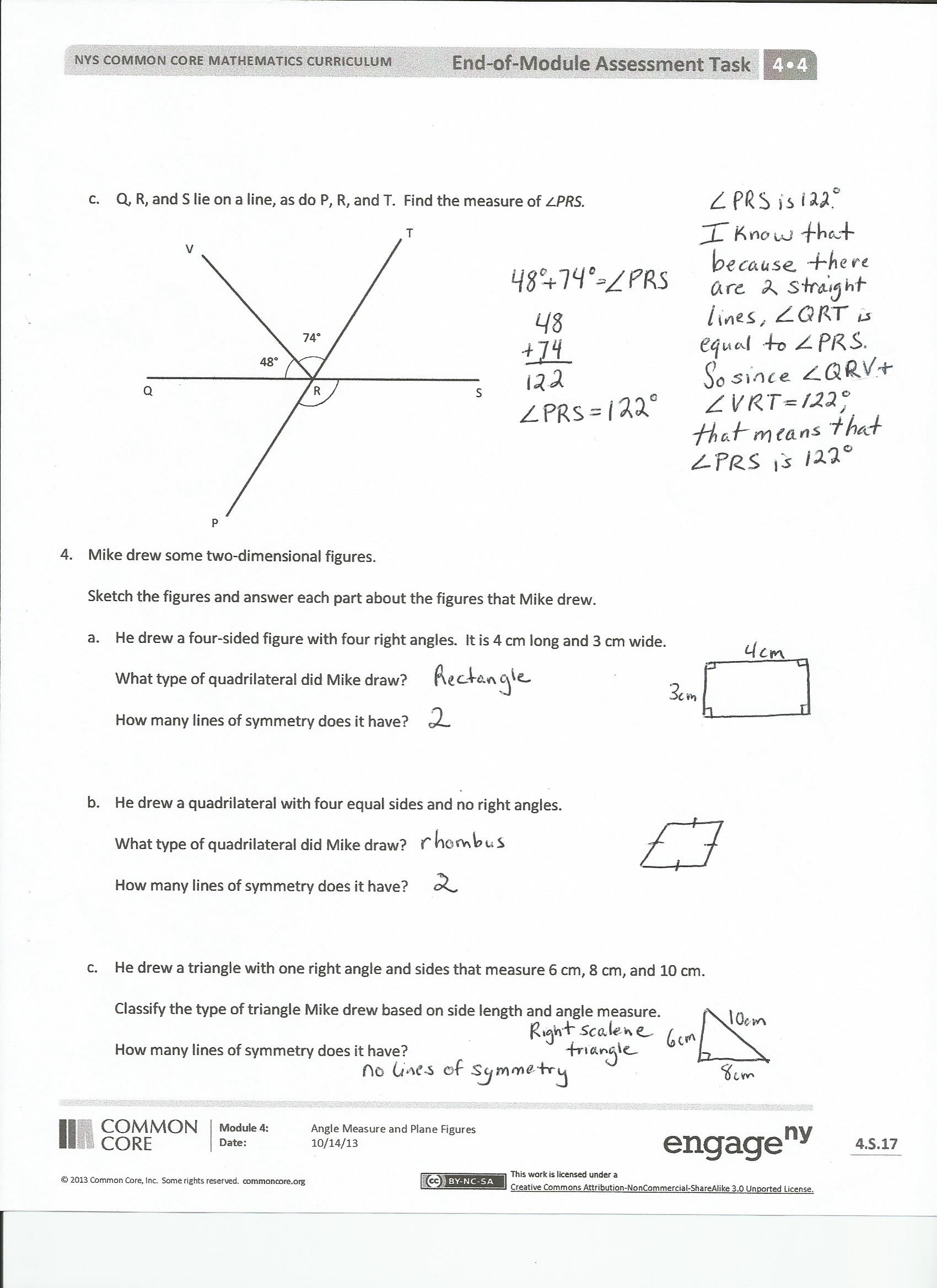
**Grade 4 Module 4 End-of-Module Assessment Key**



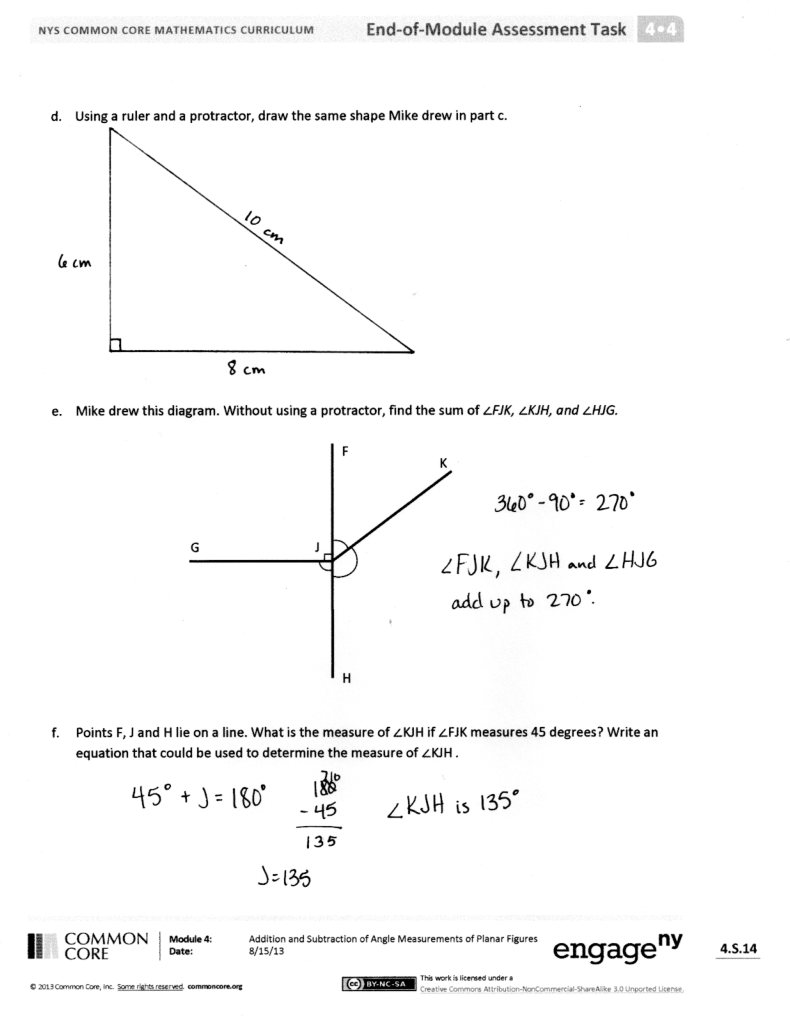
**Grade 4 Module 4 End-of-Module Assessment Key (continued)**



**Grade 4 Module 4 End-of-Module Assessment Key (continued)**



**Grade 4 Module 4 End-of-Module Assessment Key (continued)**



**Grade 4 Module 4 End-of-Module Assessment Key (continued)**

